

Indiana Academic Standards for Theatre

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Introduction

Standards: What are they and why are they necessary?

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals aspired to for expanding and improving fine arts education in the United States.

20-10.1-17-3, Section 3 in *Indiana School Laws and Rules* states, “The board shall adopt clear, concise, and jargon free state academic standards that are comparable to national and international academic standards.” The Indiana Theatre Standards were recommended by the State Board of Education in February 2003.

Quality Theatre Education: A Description

Quality theatre education incorporates research, analysis, and creation in order to explore the integrative and evolving nature of theatre. The components of a quality theatre education feature these content areas and activities:

History and Culture: Students understand the significance of theatre and its relationship to history and cultures through inquiry into theatre history and dramatic literature. Students develop historical and cultural insight through recognizing significant works of theatre and various theatrical performance styles.

Analysis and Response: Students develop critical thinking skills necessary to analyze the form and style of plays and performances. They develop the ability to reflect on and interpret the nature of the theatre experience on a personal and global level.

Creative Process: Students create theatrical work through script development, research and collaboration. Through research, imagination, script analysis, observation, and improvisation, students develop proficiencies as designers, actors, directors and playwrights.

Careers and Community: Students identify a variety of theatrical careers. They develop a commitment to theatre that underscores the value of the theatre arts on a personal and societal level.

Integrated Studies: Students understand the integrative and evolving nature of theatre in an historical and contemporary context.

Standards at the National Level

The Indiana Academic Standards for Theatre align closely with the national standards. Both standards emphasize the creative process of theatre artists, production analysis, and the role of theatre in contemporary life. The Indiana Standards expand upon the national standards by including more in-depth inquiry into the areas of history, culture, and the structural analysis of plays and productions. Those accustomed to teaching curriculum based on the national standards should find the Indiana Standards compatible with the national content and achievement standards.

Philosophy and Rationale for the Fine Arts

In our efforts to provide a quality education for every child in our state, it is important to provide for all aspects of human growth. This includes artistic, expressive, and cultural, as well as intellectual, emotional, physical and social development. The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other disciplines. Literacy in the arts enhances a person's ability to participate in society by developing creative problem solving, inquiry, and communication skill, and by providing an avenue for self-expression and multiple points of view. For these reasons, a curriculum that enables students to become self-directed, lifelong learners in the arts should be available to all Indiana students.

Goals of the Fine Arts

The ultimate goal of a fine arts curriculum is to enable students to be proficient creators, performers, critics, listeners, and observers of the arts. Students who attain academic standards in the fine arts will be able to use the arts to think and learn independently, know themselves and the world around them, and communicate in the art forms studied. To ensure that students attain these standards and capabilities, they must be immersed in numerous opportunities to learn about, perform, create, and evaluate the fine arts.

In order to promote student literacy in the fine arts, the goals for students in grades K-12 are to:

- value the arts
- become confident in one's artistic abilities
- communicate in and through the arts
- develop one's artistic skills
- become creative problem solvers
- exhibit knowledge of the historical and cultural backdrop of the arts
- exhibit the ability to critique the arts
- exhibit the development of aesthetic awareness in the arts

INDIANA'S ACADEMIC STANDARDS FOR THEATRE

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

Standard 4

Students identify, develop and apply criteria to make informed judgments about theatre.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry and improvisation.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

Standard 8

Students develop acting skills through observation, improvisation and script analysis.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines, such as language arts, social studies, humanities, science, and technology.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

Kindergarten

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- K.1.1 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting).
- K.1.2 Recognize and discuss theatre as an expression and record of the human experience told through stories, songs, and dances.
- K.1.3 Identify the many types of live presentations (film, television, and electronic technology) through history and culture.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- K.2.1 Recognize and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- K.3.1 Identify and describe the character, plot, and setting in stories.
- K.3.2 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

K.4.1 Make use of age-appropriate theatre vocabulary to critique what they see, hear, and understand.

Example: Students respond to questions; “Did you understand the words?”, “Did the character make you laugh?”, or “What did the scenery make you think of?”

K.4.2 Speculate on the meaning of a performance.

Example: Be nice to others.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

K.5.1 Respond to plays, stories, songs, fairy tales, fables, and nursery rhymes.

Example: Through drawing, writing, and/or verbalizing, students express how the dramatization makes them feel.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

K.6.1 Dramatize stories by pretending (improvisation).

K.6.2 Create and present original stories.

Example: Students act out a birthday party.

K.6.3 Explore the use of sound effects and the voice to express character, feelings, and mood.

Example: Give a character voice to a puppet.

Standard 7

Students utilize imagination and research to design, and implement the elements of a visual environment.

K.7.1 Use classroom materials to create visual environments for creative play.

K.7.2 Use family, school, and community resources to gather information about the appearance of a specific environment.

Example: Students utilize observations from a field trip to create a setting for play acting in the class room.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- K.8.1 Observe and discuss the appearance and characteristics of people, creatures, and things.
- K.8.2 Imitate or create people, creatures, or things based on observation.
- K.8.3 Discuss stories to understand character relationships.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- K.9.1 Discover what actors do and find examples in the local community, film, or television.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- K.10.1 Experience live theatre.
Example: Visit a local theatre or invite high school actors to perform scenes or short plays.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines, such as language arts, social studies, humanities, science, and technology.

- K.11.1 Use a dramatization to understand a concept from another discipline.
*Example: Students act out part of a story read to the class, such as **Goodnight Moon**, by Margaret Wise Brown.*

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

- K.12.1 Find other art forms used in theatre pieces.

NOTES:

1st Grade

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 1.1.1 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting).
- 1.1.2 Recognize and discuss theatre as an expression and record of the human experience told through stories, songs, and dances.
- 1.1.3 List qualities of various types of live presentations (film, television, and electronic technology).

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 1.2.1 Recognize and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 1.3.1 Identify and describe the character, plot, and setting in stories.
- 1.3.2 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 1.4.1 Make use of age-appropriate theatre vocabulary to critique what they see, hear, and understand.
Example: Students could respond with, “The props were too small for me to see.” “The character made me laugh.”

- 1.4.2 Speculate on the meaning of a performance.

Example: Students could respond with, “Drugs will make me sick.”

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 1.5.1 Respond to plays, stories, songs, fairy tales, fables, and nursery rhymes.

Example: Through drawing, writing, and/or verbalizing, students express their reaction to the dramatization.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 1.6.1 Dramatize stories using improvisation and theatre games.

Example: Students pretend a box is hot/cold/heavy/light/wet and improvise a different scene for each quality, such as “A boy crosses a street carrying a very heavy box. How does he get the box across the street?”

- 1.6.2 Collaborate to create and present original stories.

Example: Students act out a nursery rhyme or fable.

- 1.6.3 Explore the use of sound effects and the voice to express character, feelings, and mood.

Example: Students crumple paper to simulate the sound of fire.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 1.7.1 Use classroom materials to create visual environments for creative play.

- 1.7.2 Use family, school, and community resources to gather information about the appearance of a specific environment.

Example: Students create a floor plan of their classroom.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 1.8.1 Observe and discuss the appearance and characteristics of people, creatures, and things.
- 1.8.2 Imitate or create people, creatures, or things based on observation.
- 1.8.3 Discuss stories to understand and describe character relationships.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 1.9.1 Identify the various jobs people do in the theatre, such as actor, usher, box office attendant, stagehand, and carpenter.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 1.10.1 Experience live theatre.
Example: Visit a local theatre or invite high school actors to perform scenes or short plays.
- 1.10.2 Discuss what makes theatre a unique activity.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

- 1.11.1 Use a theatre technique to understand a concept from another discipline.
Example: Use the classroom to map out the concept of cardinal directions (north, south, east, and west).

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

1.12.1 Describe the ways other art forms enhance a theatre piece.

2nd Grade

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 2.1.1 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting).
- 2.1.2 Explore theatre as a reflection of the culture and history of communities.
Example: Students role play as current or historical members of their community (police officer, shopkeeper).
- 2.1.3 Compare and contrast the differences between live and recorded performances.
Example: Students discuss the differences between seeing a live actor and seeing an actor in a movie.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 2.2.1 Explore the different ways stories can be told.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 2.3.1 Identify and describe the character, plot, and setting in stories.
Example: Students read a story and create a chronological list of all the events that occur in the story.
- 2.3.2 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.
- 2.3.3 Explore the use of sounds and the voice to express character, feelings, and mood.
Example: A student may use a character voice to express a witch's laugh.
- 2.3.4 Create spontaneous dialogue to express feelings.
Example: A student may respond with, "Leave my house you big, bad wolf!"

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 2.4.1 Use age-appropriate theatre vocabulary to critique what they see, hear, and understand.

Example: Students could respond with; “I couldn’t understand the dialogue.”, “The character made me laugh.”, “The scenery made me think of the woods in summertime.”, or “The fairy’s costume was beautiful.”.

- 2.4.2 Speculate on the meaning of a performance of a play or story.

Example: A student may respond with, “Good triumphs over evil.”

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 2.5.1 Respond to stories and plays. What did you think? How did you feel? Should we go see more plays like this one?

Example: Students express by writing and illustrating how the dramatization made them feel. A student might respond, “The wolf scared me because... .”

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 2.6.1 Dramatize short stories using improvisation and theatre games.

Example: Three students pretend they are at the zoo. Two of them are visitors, and one of them is a lion who lives there.

- 2.6.2 Collaboratively improvise scenes based on personal experiences.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 2.7.1 Conceive and draw an imagined visual environment.

- 2.7.2 Arrange the classroom furniture to reflect the layout of a real place.

Example: Students recreate the arrangement of their home living rooms.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 2.8.1 Based on an observation of a person or animal, write a “behavior outline” describing specific movements and characteristics.
- 2.8.2 Through physical actions, depict a human or animal character.
- 2.8.3 Read a short play and discuss the relationships and behaviors of its characters.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 2.9.1 Identify the various jobs people do behind the scenes, such as light board operator, sound board operator, stage manager, and stage hands.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 2.10.1 Experience live theatre.
Example: Visit a local theatre or invite high school actors to perform scenes or short plays.
- 2.10.2 Identify local theatre activities and how they add to the life of the community.
Example: Students visit a haunted house.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

- 2.11.1 Create a theatre piece that helps explain a relationship.
Example: Students use a dramatization to depict the cause and effect relationship of weather and plant growth.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

2.12.1 Use another art form to create a theatre piece.

Example: Use movement to tell a story without words.

3rd Grade

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 3.1.1 Explore the ways people in the past have used performance or ritual to communicate.
Example: Students discuss how Native Americans used ritual dance to communicate and preserve their culture.
- 3.1.2 Examine the dynamic relationship between community, culture, and the theatre.
Example: Write and present a monologue representing a historical figure from the community.
- 3.1.3 Examine the value of theatre as a means of integrating history and culture.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 3.2.1 Recognize the differences between literary forms such as prose or scripted plays.
- 3.2.2 Identify the various ways that a story could be performed.
*Example: Read **The Lion King**, then show and discuss how live performances of the Broadway musical, ice show, or movie differ from the book.*

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 3.3.1 Identify and describe character, plot, theme, and setting in stories.
Example: Students outline and discuss all the ways time and place are communicated in a story.
- 3.3.2 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.
Example: Students describe a main character's goals or feelings.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 3.4.1 Use selected criteria to critique what they see, hear, and understand.
Example: Students evaluate their reception of a performance; “I couldn’t hear the dialogue.” or “I liked it when the hero saved the little girl.”
- 3.4.2 Speculate on the meaning of a performance.
Example: Students apply personal values to a performance they’ve viewed; “I wouldn’t have taken the bike without permission”.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 3.5.1 Recognize and respond to the unique qualities of the theatre experience.
Example: Students work together to create a list of the benefits of seeing a live play, as opposed to seeing a movie or watching television.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 3.6.1 Dramatize stories using improvisation and theatre games.
*Example: Create action and dialogue for a scene that could take place the day after the story **The Three Little Pigs**.*
- 3.6.2 Collaboratively improvise scenes based on personal experiences.
Example: Act out a scene about being late for school.
- 3.6.3 Explore the use of sounds and the voice to express character, feelings, and mood.
Example: Students select recorded music to set the mood for a story.
- 3.6.4 Create spontaneous dialogue to express feelings.
*Example: Students create a monologue that expresses how the wind feels when it loses the contest in **The Wind and the Sun**.*

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 3.7.1 Conceive and draw or write a description of an imagined visual environment.
Example: Students highlight visual information in a script and include those elements in a painted backdrop.
- 3.7.2 Arrange the classroom furniture to reflect the layout of a real place.
Example: Students recreate the arrangement of a dentist's office for a career play.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 3.8.1 Based on an observation of a person or animal, create a character profile describing specific movements and characteristics.
Example: Students describe a character such as, "The tired woman walks slowly."
- 3.8.2 Through physical actions, depict a human or animal character.
Example: Students act out a scene of a baby bird learning to fly.
- 3.8.3 Read a play and discuss the relationships and behaviors of its characters.
Example: Students identify how the characters help the hero achieve his goals.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 3.9.1 Discover what designers, directors, and playwrights do in the theatre.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 3.10.1 Experience live theatre.
Example: Visit a local theatre or invite high school actors to perform scenes or short plays.

3.10.2 Discuss how theatre adds to community life.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

3.11.1 Create a theatre piece that integrates principles and ideals of American society.

Example: Students depict the consequences of violating a seatbelt law.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

3.12.1 Incorporate two other art forms into the creation of a theatre piece.

4th Grade

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 4.1.1 Explore the unique way theatre can be used to understand the history of Indiana and its people.

Example: Dramatize a story poem by James Whitcomb Riley.

- 4.1.2 Trace the development of theatre in Indiana.

Example: Discuss the role of folk tales, play parties, traveling players to the development of Indiana theatre.

- 4.1.3 Examine the value of theatre as a means of integrating history and culture.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 4.2.1 Discover the ways that Indiana heritage is preserved theatrically.

Example: View video of A Christmas Story by Indiana writer Jean Shepherd. Compare and contrast the story to contemporary Indiana towns.

- 4.2.2 Explore the works of Indiana writers and playwrights.

- 4.2.3 View examples of Indiana history and culture in performance.

Example: Attend a parade.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 4.3.1 Discuss and classify character, plot, theme, and setting in stories.

Example: Students classify plot as comedy or drama, fiction or nonfiction.

- 4.3.2 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Example: Students describe changes in main character's goals or feelings.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 4.4.1 Develop selected criteria to critique what they see, hear, and understand.
Example: Students develop a checklist for the elements of good storytelling such as plot, turning point, climax, etc.
- 4.4.2 Speculate on the meaning of a performance.
Example: A student may respond with, “This play helped me choose not to smoke after seeing what happened to the main character.”
- 4.4.3 Articulate what changes they would suggest in a performance.
Example: A student might respond, “It would be better if the character had a spotlight on his mask.”

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 4.5.1 Recognize and respond to the unique qualities of the theatre experience.
Example: Students describe by writing or verbally sharing with the class which character they would most like to model.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 4.6.1 Create a short dramatic scene from narrative literature.
Example: Students create action and dialogue for the end of a story they’ve read.
- 4.6.2 Collaboratively improvise scenes based on relationships and social situations.
Example: Students improvise short scenes indicating proper and improper behavior in the lunch line.
- 4.6.3 Investigate and create characters and plots from a variety of resources.
Example: Students create a short scene based on an incident in the life of young Abraham Lincoln.

4.6.4 Explore the use of sounds and the voice to express character, feelings, and mood.
Example: A student uses a character voice to represent a supernatural being.

4.6.5 Create spontaneous dialogue to express feelings.
Example: A student creates a monologue that expresses a secret wish the character wants to share.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

4.7.1 Conceive, draw, and build a simple imagined environment.
Example: Students build a moveable set using card board boxes.

4.7.2 Apply research to the process of developing a simple, dramatic environment.
Example: Students study and recreate the lighting of a room during Abraham Lincoln's time.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

4.8.1 Observe skilled actors.

4.8.2 Create and present an age-appropriate character in a real-life situation.
Example: Improvise the outcome of an assigned situation; "You just saw your favorite pen in a friend's book bag. What do you do?"

4.8.3 Read plays to examine character dynamics and relationships.
*Example: Read plays based on folklore, fairy tales, and mythology (such as **The Book of Greek Myths** or **The Crane Wife**) and discuss how the fictional characters reflect the lives of real people.*

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

4.9.1 Identify various opportunities in theatre-related careers both on and offstage.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

4.10.1 Take a backstage tour of a theatre.

4.10.2 Analyze the theatrical nature of familiar Indiana cultural events.

Example: Students visit Conner Prairie farm or the Festival of the Harvest Moon.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

4.11.1 Create a theatre piece exploring human relationships.

Example: Students collaborate on a script that emphasizes the importance of respect for others.

4.11.2 Identify and compare similar concepts or principles found in theatre and another discipline.

Example: Students compare the structure of a play to the human life cycle.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

4.12.1 Analyze the ways a live performance is enhanced by the integration of other art forms.

5th Grade

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

5.1.1 Explore the connection between theatre history of North America and its people.
Example: Attend or read and see photos about the Feast of the Hunters' Moon and discuss the role of ritual drama in the culture of Native Americans.

5.1.2 Identify various theatrical practices throughout North American history.
Example: Discuss the ways various cultures in different regions used theatre as a means of expression.

5.1.3 Examine the value of theatre as a means of integrating history and culture.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

5.2.1 Examine dramatic genres (comedy, tragedy, melodrama, and farce).

5.2.2 Observe a performance of musical theatre and discuss its American heritage.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

5.3.1 Classify and explain character, plot, theme, and setting in various stories.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

5.4.1 Develop selected criteria to critique what they see, hear, and understand.
Example: Students make a list of theatrical elements to analyze (performances, scenery, lighting, costumes, etc.).

5.4.2 Speculate on the meaning of a performance.

5.4.3 Articulate what they would do differently in a performance.

Example: A student responds, "The actor should not have turned his back; I couldn't see his facial expression."

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

5.5.1 Recognize and respond to the unique qualities of the theatre experience.

Example: A class debates the advantages/disadvantages of seeing live theatre versus seeing a movie.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

5.6.1 Adapt prose into a short play.

Example: Students write a script from a folk tale by assigning narration and dialogue.

5.6.2 Investigate and create characters and plots from a variety of resources.

*Example: Research customs and mannerism of courtly behavior in **Cinderella**.*

5.6.3 Explore the use of sounds and the voice to express character, feelings, and mood.

Example: A student uses his or her voice to express how a character might sound when she is angry or afraid.

5.6.4 Create spontaneous dialogue to express feelings.

Example: Students create a dialogue that expresses how the characters feel in a conflict.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 5.7.1 Study a play or story and then visualize, draw, and build a realistic theatrical environment.

*Example: Read the **Pied Piper** and build a simple set for the town of Hamelin.*

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- 5.8.1 Interact with skilled actors.

Example: Engage an actor locally or via distance learning to discuss his or her work in a production.

- 5.8.2 Create and present an age-appropriate character in a real-life situation.

Example: Students develop a morality play about cheating in school.

- 5.8.3 Read plays to examine character dynamics and relationships.

Example: Students create an alternate ending to a play as a reflection of a change in relationships. (Cinderella runs off with the plumber.)

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 5.9.1 Discover the skills needed to be an actor.

Example: Meet an actor and discuss his/her work and career.

- 5.9.2 Identify a wide variety of professions that use the talents and training of actors, such as voice-overs, commercials, amusement park entertainment, and public relations.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 5.10.1 Observe a rehearsal or other behind-the-scenes activity of a local, professional, community, or high school play.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

5.11.1 Create a theatre piece that explores a social issue.

Example: Students collaborate on a script depicting the contrasting attitudes of the British and American colonists regarding the Stamp Act.

5.11.2 Identify and compare similar concepts or principles found in theatre and another discipline, such as mathematics.

Example: Students arrange the classroom symmetrically, then rearrange it asymmetrically.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

5.12.1 Create a theatre piece by utilizing students' collaborative talents in each of the various arts.

6th Grade

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 6.1.1 Explore how the roots of theatre began in ancient Greece and flourished through other eras and regions.
- 6.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 6.2.1 Identify historical periods and their theatrical styles.
Example: Students list characteristics of Greek theatres and performance.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 6.3.1 Explain the use of character, plot, and setting in classroom dramatizations and/or formal productions.
Example: Students summarize a play's plot construction (rising action, climax, and resolution).

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 6.4.1 Develop criteria to critique what they see, hear, and understand.
*Example: Students critique scenery for the value of realistic presentation.
"The scenery on the backdrop helps the setting appear real".*
- 6.4.2 Speculate on the meaning of a theatrical production.
Example: Students analyze how consequences of behavior are represented in the conclusion of a play.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

- 6.5.1 Reflect on the qualities of the visual and aural production and how they create the viewer's reaction to the theatre experience.

Example: A student responds: "In the celebration scene for the president, there were multicolored fireworks on the stage. The lighting, sound, and audience response created the quality of a festive occasion."

- 6.5.2 Compare the character's conflict or problems to the real life concerns of the audience.

Example: Students describe how the conflict of jealousy in a period play relates to modern viewers.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- 6.6.1 Improvise scenes from literature.

*Example: Students create a short scene based on an incident in the novel **Treasure Island**.*

- 6.6.2 Write a scripted play based on a theme.

Example: Students write a play that teaches a moral lesson about smoking.

- 6.6.3 Explore the use of sounds and the voice to express character, feelings, and mood.

Example: Students create a score of piano effects to create the mood for a scene.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- 6.7.1 Study a play or story and visualize, draw, and build a simple realistic theatrical environment for it.

Example: Students build wolf masks for a Russian folk tale play.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

6.8.1 Interact with a skilled actor in a collaborative exercise.

6.8.2 Write and perform dialogue for characters from familiar stories.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

6.9.1 Discover the skills needed to be a playwright.

Example: Meet a playwright and discuss his/her work and career.

6.9.2 Identify a wide variety of professions related to playwriting, such as novelist, critic, journalist, promoter, poet, and screenwriter.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

6.10.1 Volunteer to assist a theatre company (post flyers or posters, stuff envelopes, locate props).

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

6.11.1 Create a theatre piece that states and supports a position.

Example: Students collaborate to create a script emphasizing the importance of voting in a democracy.

6.11.2 Identify and compare similar concepts or principles found in theatre and another discipline, such as civics and government.

Example: Students create a hypothetical theatre company and decide who will serve as director, designer, producer, etc.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

6.12.1 Incorporate multiple art forms to more effectively communicate ideas.

7th Grade

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 7.1.1 Explore the impact of culture and tradition on Asian and African theatre.
- 7.1.2 Describe and compare universal characters and situations in dramas from various cultures and periods.
*Example: Students read a Japanese folk tale (**Urishima Taro**) and relate it to a familiar western story or fable.*

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 7.2.1 Distinguish among differences between western and non-western theatre.
Example: View a video of Japanese Kabuki theatre and compare it to traditional American theatre.
- 7.2.2 Read excerpts from two non-Western plays and discuss their cultural contexts.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 7.3.1 Explore thematic and character elements of a play.
Example: Students discuss how a character's response to a reversal of fortune causes his downfall.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 7.4.1 Use age-appropriate theatre vocabulary to critique and evaluate the effectiveness of theatrical productions.
- 7.4.2 Reflect on the quality of self and peer performances.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

7.5.1 Understand the meaning of a theatrical production and evaluate its importance to the world and to themselves.

7.5.2 Compare the character's conflict or problems to the real life concerns of the audience.

*Example: Students read **The Miracle Worker** and explore how the main character's life and circumstances resemble their own.*

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

7.6.1 Generate dialogue for a simple scene using improvisation.

Example: Improvise a two-character scene where a student tries to convince another not to cheat.

7.6.2 Use fictional or non-fictional resources to create a short script.

*Example: Students write a short play based on a chapter from **The Hobbit**.*

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

7.7.1 Draw, write a description, or find images to convey a specific play's setting and mood.

7.7.2 Study a play or story, and visualize, draw, and create a simple theatrical environment for it.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

7.8.1 Demonstrate basic stage movement.

Example: Students learn to cross from downstage left to upstage right.

7.8.2 Observe human behavior and depict it through improvisation.
Example: Show the class what you do when you are in a hurry.

7.8.3 Read plays to understand character relationships.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

7.9.1 Discover the skills needed to be a theatrical designer.
Example: Meet a scenic or costume designer and discuss his/her work and career.

7.9.2 Identify a wide variety of professions related to theatrical design, such as fashion designer, interior decorator, make-up artist, architect, engineer, and electrician.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

7.10.1 Become familiar with a play and see a local production of it.
Example: Students read a synopsis of a play before seeing it.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

7.11.1 Create a theatre piece that explores a controversial issue.
Example: Students collaborate to create two scripts examining the issue of free trade from contrasting positions.

7.11.2 Identify the ways theatre encourages cooperation in seeking solutions to mutual problems.
Example: Students organize a system of ground rules and principles for a hypothetical theatre company.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

- 7.12.1 Utilize recorded or live theatre performances to analyze the integrated use of the arts.

Example: Students see or attend a musical, opera, or ballet.

8th Grade

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- 8.1.1 Analyze theatre's depiction of early American history.
*Example: Students read and discuss **Abe Lincoln in Illinois** and analyze its portrayal of an historical figure.*
- 8.1.2 Explain and demonstrate how culture affects theatre performances and styles.
*Example: Students reflect on why a director would or would not choose to stage a modern-day version of Wilder's **Our Town**.*

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- 8.2.1 Delineate the differences between melodramatic and realistic acting styles.
- 8.2.2 Compare and contrast the dramatic style and form of melodramatic and realistic American plays.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- 8.3.1 Scrutinize a character's actions and the consequences they create.
- 8.3.2 Examine how the plot and dialogue of a play contribute to its overall impact.
*Example: Students study Abe's "plain talk" in **Abe Lincoln in Illinois**.*

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

- 8.4.1 Use age-appropriate theatre vocabulary to develop a rubric for critiquing and evaluating the effectiveness of theatrical productions.

8.4.2 Differentiate the strengths and weaknesses of self and peer performances.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

8.5.1 Understand the use of technical elements of a production and evaluate their effect on the meaning of a production.

8.5.2 Apply a play's conflict or problems to the political and social concerns of the contemporary world.

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

8.6.1 Generate dialogue for a short scene using improvisation.

Example: Improvise a two-character scene with a beginning, middle, and ending where a student tries to convince another not to cheat.

8.6.2 Use fictional or non-fictional sources to create a short script.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

8.7.1 Draw or find images appropriate to a specific play's setting and mood.

8.7.2 Based on research of a play or story, visualize, draw, and create an environment for the stage.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

8.8.1 Discover the physical tools used for acting.

Example: Learn the importance of vocal volume in a large space.

8.8.2 Observe and depict human behavior through group improvisation.

Example: Students depict a lunchroom scene.

- 8.8.3 Read plays to understand character development, motivation, and relationships.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- 8.9.1 Discover the skills needed to be a director.
Example: Meet a director and discuss his/her work and career.
- 8.9.2 Identify a wide variety of professions related to directing such as, television or film director, stage manager, producer, and artistic director.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- 8.10.1 Attend a play or musical and write a critique analyzing the audience's response to the production.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

- 8.11.1 Trace advancements in technology and their impact on the theatre.
Example: Students discuss how the invention of electric light affected the theatre.
- 8.11.2 Analyze the ways theatre responds to social changes and cycles.
Example: Students analyze local demographic data to better understand their potential theatre audience.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

- 8.12.1 Summarize and critique the integrated use of the arts in recorded or live theatre performances.

NOTES:

Grades 9th –12th

HISTORY AND CULTURE

Standard 1

Students understand the significance of theatre and its relationship to history and cultures.

- H.1.1 PROFICIENT: Discover how our individual cultural experiences affect an artist's work in the theatre.
ADVANCED: Analyze the ways our individual cultural experiences impact our work in the theatre.
- H.1.2 PROFICIENT: Compare how similar dramatic themes are treated from various cultures and periods.
ADVANCED: Create informal performances which reveal universal, cross-cultural issues and themes.

Standard 2

Students recognize significant works of the theatre and comprehend various performance styles.

- H.2.1 PROFICIENT: Identify various dramatic forms, production practices, and theatrical traditions.
ADVANCED: Adapt various dramatic forms, production practices, and theatrical traditions across cultures and historical periods to contemporary theatre.

ANALYSIS AND RESPONSE

Standard 3

Students understand and analyze the dramatic structure of plays and performances.

- H.3.1 PROFICIENT: Articulate understanding of a play using elements of dramatic structure (plot, character, theme, language, music, and spectacle).
ADVANCED: Differentiate dramatic works in terms of their form and style, such as Greek Tragedy, French Neoclassical, Theatre of the Absurd, and others.
- H.3.2 PROFICIENT: Analyze the central action of the play and discuss its cause and effect.
ADVANCED: Analyze the way in which the theme or meaning of a play represents a view or comment on life, using textual evidence to support the claim.

Standard 4

Students identify, develop, and apply criteria to make informed judgments about theatre.

H.4.1 PROFICIENT: Evaluate how well the text or production met its intended objectives.

*Example: A student, accustomed to action-filled stories, understands that **Waiting for Godot** is a play that de-emphasizes action and focuses on characters.*

ADVANCED: Evaluate how well the text or production succeeded based on a developed set of personal aesthetic criteria.

H.4.2 PROFICIENT: Evaluate the artistic choices of self and the collaborative efforts of peers in classroom dramatizations and formal productions and suggest constructive alternatives.

ADVANCED: Analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to realize further development of the work.

Standard 5

Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.

H.5.1 PROFICIENT: Construct social meanings from classroom dramatizations and formal productions from a variety of cultures and historical periods and relate these to current personal, national, and international issues.

ADVANCED: Support emotional and intellectual responses to a variety of classroom, traditional, and non-traditional performances and articulate an individual point of view.

Example: (from Todd London) How does the play use the theatre? How does it live in time and space? How does it fit in a body of work? What does it say about the world? How does it say what it says? How does it work (as opposed to “does it work?”)? How does our personal experience of it change as it unfolds? What’s strange about it? What’s familiar? What’s the relationship between the strangeness and familiarity? What is it?

CREATIVE PROCESS

Standard 6

Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

- H.6.1 PROFICIENT: Construct imaginative scripts and collaborate with actors to refine scripts so that the story and meaning are conveyed to an audience.
Example: Write a monologue based on a conflict with a friend, a current newspaper article, or an additional scene in which Othello is allowed to confront Iago about his role in Desdemona's death.
ADVANCED: Synthesizing research of a given period or historical event, create an original monologue or script that includes original characters with unique dialogue that motivates action.

Standard 7

Students utilize imagination and research to design and implement the elements of a visual environment.

- H.7.1 PROFICIENT: Respond to an existing play and translate that response into viable design elements (lights, sound, set, costume, makeup).
ADVANCED: Formulate a design concept from an existing play that reflects an apt interpretation of its text, style, and atmosphere.
Example: A student may read a play, research the time period, and find pictures that reflect the mood and style of the play. Another student might build a model of his or her design or create a production book to include other design elements.

Standard 8

Students develop acting skills through observation, improvisation, and script analysis.

- H.8.1 PROFICIENT: Recognize and develop the voice and body as the actor's primary instruments.
Example: Students practice tongue twisters and physical warm-ups.
ADVANCED: Convey character through specific physical and vocal choices.
- H.8.2 PROFICIENT: Analyze a script to discover the clues about inner life of a character.
Example: Students count the number of times Hamlet uses the word "father."
ADVANCED: Employ a careful process of script analysis in the creation of a character.
Example: Students apply Stanislavski's system of role analysis.
- H.8.3 PROFICIENT: Utilize observation as a tool in the process of creating a character.
Example: Students visit a nursing home to observe the traits and characteristics of elderly people. Students visit a zoo to observe the ways various animals move. Students view live and recorded performances to observe other actors' work.

ADVANCED: Create a character by combining, modifying, or adapting various observations.

- H.8.4 PROFICIENT: Build characters and portray situations through improvisation.
ADVANCED: Improvise a sustainable, original scene with believable characters in recognizable situations.

CAREERS AND COMMUNITY

Standard 9

Students recognize a variety of theatrical careers.

- H.9.1 PROFICIENT: Identify connections between theatre arts education and potential job opportunities in the community.
ADVANCED: Document and create a theatre arts career plan based on a portfolio and investigation of educational possibilities.
- H.9.2 PROFICIENT: Identify criteria for admission into various theatre-related professions.
ADVANCED: Develop a plan for employment or further education through audition, interview, or presentation of a portfolio.

Standard 10

Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.

- H.10.1 PROFICIENT: Attend and critique theatrical productions and analyze the effects of these experiences.
ADVANCED: Attend and critique theatrical productions and analyze the effects of these experiences on one's individual growth and critical aesthetic.
- H.10.2 PROFICIENT: Recognize the responsibilities and the importance of individual theatre patrons in the community.
ADVANCED: Identify service opportunities for supporting theatre in the community and become actively involved.

INTEGRATED STUDIES

Standard 11

Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

- H.11.1 PROFICIENT: Compare characteristics of theatre within a particular historical period or style with similar ideas, issues, or themes in other disciplines.
ADVANCED: Associate the creative and analytical principles and techniques of theatre with other disciplines.
- H.11.2 PROFICIENT: Create works (scenes, debates, critiques, or journals) that demonstrate knowledge of other disciplines through theatre activities.
ADVANCED: Integrate disciplines to create works (scenes, debates, critiques, or journals) that persuasively communicate in-depth knowledge and understanding of a concept.

Standard 12

Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.

- H.12.1 PROFICIENT: Compare the materials, technologies, media, and processes of theatre with those of dance, music, or visual arts.
ADVANCED: Synthesize the creative and analytical principles, themes, and techniques of theatre and other art forms.
- H.12.2 PROFICIENT: Create works that integrate media, processes, and concepts of other art forms.
ADVANCED: Create works that integrate media, processes, and concepts of other art forms to persuasively convey comprehensive knowledge gained through integration.